
What Is STEP? StoryTime Effective Practice

- Storytime approach
- Connects knowledge of children's materials/activities to
- Domains of child development



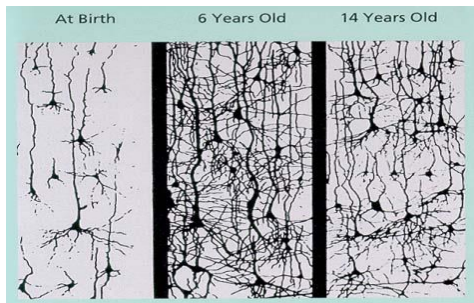
Child Development



- Newborn to 12 months
- 13 to 24 months
- 2 year olds
- 3 year olds
- 4 & 5 year olds

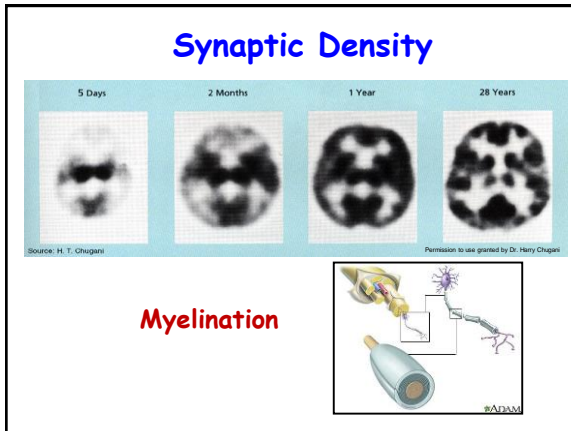


Synaptic Density



Permission to use for granted by Dr. Henry Chugani

<http://www.earlylit.net/s/braindevt-0iya.ppt>



What does it mean for our storytimes?

[In terms of child development]

Because children ages _____
do/know _____,
we _____ in our storytimes.

Interactivity

- Between you and the children
- Between adults and their children
- Between you and the adults
- Between adults and adults

Ways to Be Interactive



- Theme talk
- Books
- Songs/Fingerplays
- Actions/Act out
- Crafts
- Interactive Reading
- Adults, too!



Adult Participation

Why?
How?



Cell Phones Yankee Doodle

Please turn down your cell phones now,
So they will not distract us.
Please join along and sing the songs,
It always helps to practice.

Storytime can help us read.
Storytime our brains will feed.
Storytime is lots of fun!
Storytime's for everyone.

Mary Binda, Augusta County (VA) Public Library

Adults and Children

- More than children and adults "generally" doing something together
- Give adult a role to play
- Support language richness/ development through adult-child interactions



Two Little Blackbirds

Two little blackbirds sitting on a hill.
One named Jack.
And one named Jill.
Fly away Jack.
Fly away Jill.
Come back Jack.
Come back Jill.



Interactive Reading



Why Is Interactivity Important?



- Fun
- Increases attention span
- Supports children's learning



How Can We Be Interactive?

- Opportunities for talk
- Ask open-ended questions
- Encourage participation



Interactive Reading

Offers many opportunities



Interactive Reading Features

- Read with expression
- Show how books work
- Ask thoughtful questions
- Involve children in telling the story or talking about factual book topic
- Develop vocabulary and comprehension
- Extend the story



Supercharged Storytimes

- Interactivity
- Intentionality
 - Scaffolding
 - Early Literacy Tips
- Assessment
- Community of Practice



The Reading Process

To become successful readers, children need to:

- Learn a code
- Understand its meaning
- Have fluency



Early Literacy

Early literacy is what children know about communication, language, verbal and non-verbal, reading and writing before they can actually read and write.

Encompasses all of a child's experiences with conversation, stories, oral and written, books, and print.



Zero to Three Policy Brief 2011
www.zerotothree.org/public-policy/policy-toolkit/early-literacywebmarch-1-6.pdf

Intentionality Making Connections



- Knowing early literacy skills
- Being aware of what you do to support them
- Scaffolding according to development
- Becoming more purposeful
- Thinking of new ways to incorporate early literacy skills intentionally
- Sharing with parents/caregivers (tips)

Early Literacy Components



- Phonological Awareness
- Print Awareness/Concepts
- Letter Knowledge
- Vocabulary
- Background Knowledge



Phonological Awareness



Ability to hear and play with
the smaller sounds in words



Eensy Weensy Spider



The eensy weensy spider climbed up
the water spout

Down came the rain and washed
the spider out

Out came the sun and
dried up all the rain

So the eensy weensy spider
climbed up the spout again.



There Was a Turtle

There was a little turtle.
He lived in a box.
He swam in the water.
He climbed on the rocks.
He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow.
He snapped at me.
He caught the mosquito.
He caught the flea.
He caught the minnow.
But he didn't catch me!

Hickory Dickory Dock

Hickory dickory dock
The mouse ran up the
clock.
The clock struck one.
The mouse ran down.
Hickory dickory dock.

Print Awareness/Concepts

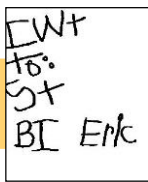
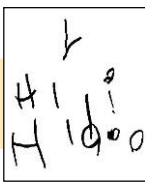
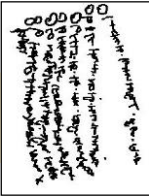
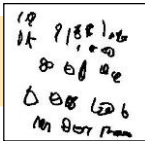


Print has meaning

- Noticing print everywhere
- How to handle a book
- Direction of text
- Title, author, illustrator



Writing Progression



Book: More than Letters by Sally Moomaw and Brenda Hieronymus

Motor Development

Palmer grasp



Pincer grasp



Letter Knowledge



Letters are different from each other
The same letter can look different
Letters have names
and represent sounds



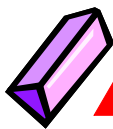
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Letter Knowledge: Shapes



O b g C



A V w M N

Letter Knowledge: Alike and Different

N N N



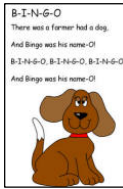
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Singing

- BINGO
- Alphabet song



Vocabulary

Recognizing words and
knowing the meanings of words:
objects, actions, concepts, feelings, ideas



market
mar ket





The combine
harvests
the crop.

Over in the Forest



Over in the forest, in a hole in a tree
Lived an old mother snake and her little snakelets three
"Slither!" said the mother; "We slither!" said the three.
So they slithered and they slithered out the hole in the tree.

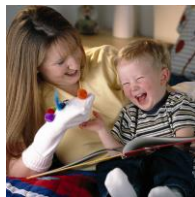
Over in the forest, in the reeds on the shore
Lived an old mother elephant and her little calves four
"Lumber!" said the mother; "We lumber!" said the four.
So they lumbered and lumbered till she cried, "No more."

Background Knowledge



Prior Knowledge

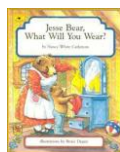
- Conceptual Thinking
- Content Knowledge
- Book/Story Knowledge



Background Knowledge

Conceptual Thinking

- Object permanence
- Cause and effect
- Sequencing
- Sorting, matching
- Number concepts
- Sense of time
- Problem solving
- Symbolic thinking
- Predict and hypothesize



Background Knowledge

Content Knowledge



- Information books
- Topics of interest
- Introduce new information and topics
- Add what you know

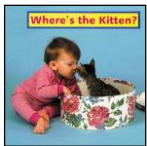


Background Knowledge

Book/Story Knowledge



Print Motivation
child's interest in and enjoyment of
books and reading



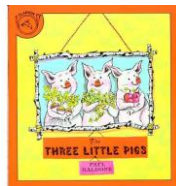
Background Knowledge

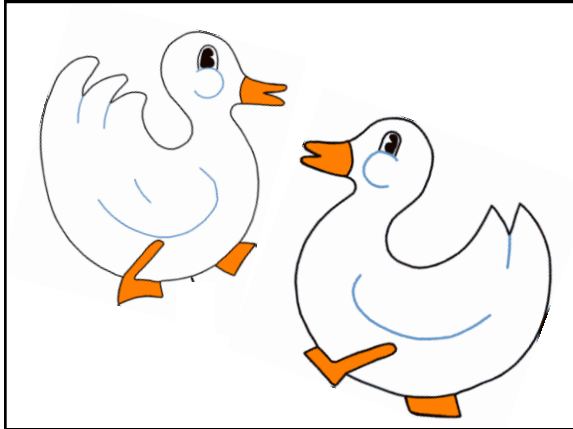
Book/Story Knowledge

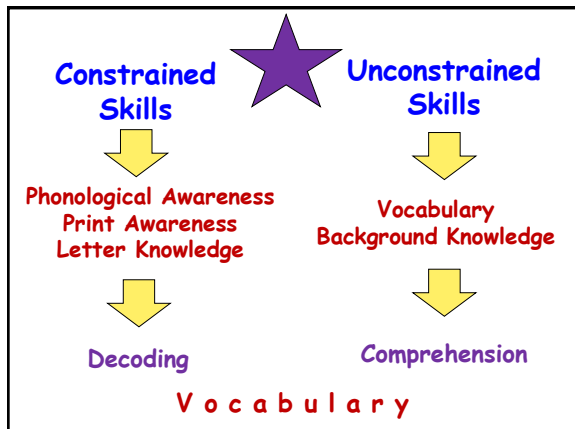
Story structure and language

Narrative Skills

Child's ability to
describe things and
events, to tell and
re-tell stories







Storytime Demonstrations

Traditional
Sequential



Early Literacy Tips

- Share with parents/caregivers connections to early literacy
- Sentence or two
- 20 seconds or so



What Is An Effective Tip?



Activity

Guess a rhyming word
Clap syllables
Say a repeated phrase
Act out story

Practice

Talk
Sing
Read
Write
Play

Early Literacy Component

Phonological Awareness
Print Awareness
Letter Knowledge
Vocabulary
Background Knowledge

Reading Skill

Decoding: sounding out words, letter to sound and vs.
Comprehension: understanding

Phonological Awareness—hear the smaller sounds in words
Print Awareness—focus on print, know how to handle a book
Letter Knowledge—recognize/know letters
Vocabulary—understand the meaning of words
Background Knowledge—what they know about the world
Print Motivation—enjoyment of books and reading

The "When we . . ." format

When we [activity], it helps children _____. This helps them [explain skill] and will later help them [choose one: sound out words or understand what they read when they learn to read].

More tips:
<http://www.earlylit.net/videos/>
<http://www.earlylit.net/s/12whatcansaycompprac.doc>

The "When we..." Format

"When we **[insert activity]**, we help children _____. This helps them **[explain skill]** which will later help them **[choose one: sound out words or understand what they read when they learn to read]**."

When we **explain a word, rather than replace a hard word with an easier one**, we are helping children **learn new words**. This helps **build their vocabulary** which will later help them **understand what they read**.



Early Literacy Tips



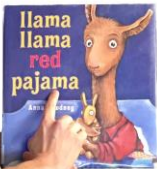
Adults, when we sing with our children, there is a distinct note for each syllable so they hear the smaller sounds in words. This helps them become a good reader, because they'll need to hear those smaller sounds in order to sound out words on the page. Singing with your children helps them get ready to read!



Early Literacy Tips



When we point out the text of the book title, we help children understand that it is the text we are reading, not the pictures. This helps them focus on the text which will make it easier for them when they learn to read.



Early Literacy Tips



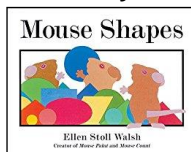
When we do these fingerplays with children, we are having fun, and also helping them develop small muscle coordination which they will need to write, a first step to writing.



Early Literacy Tips



Adults, children recognize letters by the shapes they see in the letters. So, when we talk about shapes with young children, we are setting the stage for them later recognizing letters which they need to know to read.



Early Literacy Tips



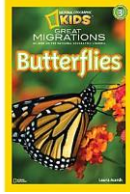
At the grocery store it is fun to notice name brands and talk about their meaning. Helping children learn the meanings of words builds their vocabulary which will make it easier for them to later understand what they read.



Early Literacy Tips



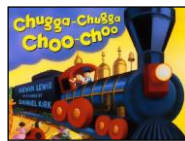
When we read factual books with our children, they are learning about the world around them. The information they learn builds their background knowledge which will help them later understand what they read. Remember, you don't have to read the whole book!



Early Literacy Tips



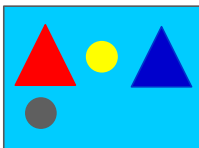
When we keep children have children say a repeated phrase or join in with a motion as we did with Chugga Chugga Choo Choo, we keep them engaged around books. This helps them enjoy books and reading which will help them later stick with learning to read even if it is difficult at first.



Early Literacy Tips



Flannel Board
Activity



When we talk about words for spatial relationships like between, below, above, we are building children's vocabulary and helping them learn these concepts. This will help them later understand what they read.

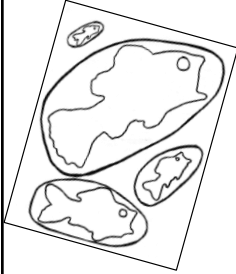


Early Literacy Tips



I have a handout here of Blue Sea. You can cut out the fish and holes of different sizes and retell the story. Remember narrative skills help with children later being able to understand what they read.

Enjoy your time sharing and retelling stories together.



Early Literacy Tips

Communicating with Adults During Storytime



Idea Sharing

- Mixed Age Storytime
- Early Literacy